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The Community and the Citizen. By ARTHUR WILLIAM DUNN. Boston: D. C. Heath and Co., 1908. Illustrated. Pp. 268.

The object which the writer of this little book had in mind is perhaps best stated by him in his *Suggestions to the Teacher*.

"The pupil should be kept as far away as possible from the idea that he is studying a book. The real object of his study is the community in which he lives; the text is a guide to the facts of his own community life and an interpretation of them."

With this object we must all agree. Unless American boys and girls can be taught to "to play the game" and to "play it square" we cannot hope to realize on our boasted investment in a democracy. What the community does for the body, mind, aesthetic enjoyment, and sense of right of its citizens, how dependent he is upon his fellows in person, property, and ideals the book keeps before the reader all the time. It also illustrates these facts repeatedly by concrete instances and suggestive questions and topics. I know of no other elementary book in this field which so successfully keeps to the ideal of social function, as distinct from mere structure or mechanism, as the material to be studied in civics. This is good pedagogy, for it meets the child's interest in life more than half way. He must be a dull teacher indeed who under the guidance of this book finds his pupils listless or uninterested.

The book also makes clear the fact of industrial as well as local, state, and national political functions in behalf of the plain citizen. The community, in other words, is presented in its complexity, and yet so simply and concretely that the boys and girls for whom it was intended can hardly fail to understand it.

Another excellence is the use of the historical method and material. Not only is the child's thought kept weaving back and forth between his own experiences and various larger community activities that are going on about him now, but his thought is also led back and forth in time between the present and the past in such a way as to show development, cause, and effect—how things have come to be done as they are done.

And yet, in spite of all its good points, one feels at times that even this book ought to be and might be better. Boys and girls may study interesting social functions, even those which they realize are for their own benefit, with much the same sense of objectivity, of detachment, and aloofness with which they study a steam engine. What we must have, and the author recognizes this, is such a study of civic functions as includes the student in the function studied, and that not as a beneficiary but as one responsible for the result. How do *we* do all these things, not how do *they* do them, must be more insistently kept in mind than in even this excellent book.

The child *is* a citizen, not merely *will be* a citizen, and that so alert a social teacher as the author could lose sight of this fact long enough to refer to the child, even incidentally, as the "coming citizen" may justify the hope that in a revised edition he will still further so vitalize this little book as to enable it to lead its readers, not merely to study, but to live a more abundant community life.

HENRY W. THURSTON